

## Year 10 and Year 12 Subject Information

### How we assessed core knowledge for this report and the next steps we have fed back to your son / daughter

| Subject       | Year 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English       | Students sat a full English Language Paper 1 and a full English Literature Paper 1 to help prepare them for Year 11. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students sat a full English Literature Paper 2 in preparation for Year 13. Students have been given individual feedback on how they can improve their English grade, including the specific areas that they need to work on; they will be provided with further practice questions in class and through independent learning.                                                                                                                                                                                                                                                                                                   |
| Media Studies |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students sat a full Media Paper 1 in preparation for Year 13. Students have been given individual feedback on how they can improve their grade, including the specific areas that they need to work on; they will be provided with further practice questions in class and through independent learning.                                                                                                                                                                                                                                                                                                                        |
| Mathematics   | <p><u>Year 10 Higher</u><br/>Students studied a range of topics this year including circles, volume, loci, solving quadratic and simultaneous equations, probability, trigonometry, cumulative frequency and histograms. Students sat a modified suite of GCSE papers at the end of the year. Students have been given individual feedback about how they can improve their maths grade including the specific topics they need to work on and have been provided with further practice questions on each of these topics.</p> <p><u>Year 10 Foundation</u><br/>Students studied a range of topics this year including; averages, graphs, ratio and proportion, Pythagoras' theorem, quadratic equations, loci and probability. Students sat a modified suite of GCSE papers at the end of the year. Students have been given individual feedback about how they can improve their maths grade including the specific topics they need to work on and have been provided with further practice questions on each of these topics.</p> | <p><u>Maths</u><br/>Students sat a full suite of AS papers covering all the year 12 topics (including Surds, Quadratic Functions, Co-ordinate geometry, Polynomials, Graphs and transformations). Students have been given specific feedback on what they need to do to improve their grade.</p> <p><u>Further Maths</u><br/>Students sat a full suite of AS papers covering all the year 12 Further Maths topics (including complex numbers, matrices, proof by induction, vectors, decision and discrete maths and mechanics). Students have been given specific feedback on what they need to do to improve their grade.</p> |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Science</b></p> | <p><u>Year 10 Combined Science</u><br/> This year students have studied: Diseases and Vaccines, Nervous System, Exothermic and Endothermic reactions, Rates of Reactions, Organic Chemistry, Forces, Radioactivity and Electricity in the Home. Students sat a full suite of GCSE papers to prepare them for Year 11. Students have been given individual feedback on how they can improve their science grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Seneca and in class.</p> <p><u>Year 10 Triple Science</u><br/> This year students have studied: Diseases and Vaccines, Nervous System, Exothermic and Endothermic reactions, Rates of Reactions, Chemical calculations, Organic Chemistry, Forces, Radioactivity, and Electricity in the Home. Students sat a full suite of GCSE papers to prepare them for Year 11. Students have been given individual feedback on how they can improve their science grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Seneca and in class.</p> | <p><u>Biology</u><br/> The students have studied “Foundations of Biology”, “Exchange and transport” and “Biodiversity, evolution and disease” modules, alongside practical skill development aspects of the course through a variety of assessed Practical Activity Groups. Students have been assessed through in-class assessment methods such as quizzes, questioning and discussions, as well as end of topic tests. Students sat two AS past papers (breadth and depth) to assess their core knowledge, practical, and mathematical skills from module 1,2, 3 and 4.</p> <p>Time has been spent in class modelling good revision and independent study skills moving forward and students will be given feedback on these papers, with strengths and development targets, including specific action points on how they can improve.</p> <p><u>Physics</u><br/> Students have studied vectors and scalars, graphs of motion, SUVAT equations, density, pressure, energy stores/transfers, KPE, GPE, power, efficiency, Newton’s law, including momentum, and terminal velocity in Module3. Module 4 covered charge, electrical circuits, waves, and quantum physics. Students sat two AS papers, covering all of the content from Y12. Time will be spent in class reviewing the results and identifying student specific areas to work on and improve using further practice questions and in class activities.</p> <p><u>Chemistry</u><br/> Students have studied the first 3 modules of the A-Level content. These modules cover the foundations of both physical and organic chemistry. Students have engaged in a variety of practical activities some which contribute to their practical endorsement awarded at the end of Year 13.</p> <p>At the end of each chapter (the subsections of each module), students have completed an end of chapter assessment. Further, students were given the opportunity to sit two rounds of mock examinations. Students were given personalised feedback and development tasks based on their performance in these mock</p> |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | examinations providing them a clear pathway to academic success in their second round of mocks (June).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Computer Studies</b> | <p>Students have been working on the OCR GCSE Computer Science course covering computer systems and computational thinking, algorithms, and programming. It includes understanding hardware, software, and data representation (binary, hexadecimal), learning about network types, protocols, and cyber security, and exploring the legal, ethical, and environmental impacts of technology. Students design and refine algorithms using flowcharts and pseudocode, develop programming skills in languages like Python, covering variables, control structures, and functions, and are introduced to data structures like arrays and lists. This course builds a solid foundation in computer science principles and practical programming skills</p> | <p>Year 12 students are currently studying the OCR A Level Computer Science course, which is divided into two examined components and a substantial programming project. <b>Component 1: Computer Systems</b> develops understanding of computer architecture, processors, memory, storage, networking, cyber security, and the legal, ethical, moral, and cultural implications of computing. <b>Component 2: Algorithms and Programming</b> focuses on computational thinking, problem-solving, programming techniques, algorithms, data structures, abstraction, decomposition, and object-oriented programming concepts.</p> <p>Alongside the examined content, students complete the <b>Non-Exam Assessment (NEA)</b>, an independent programming project that requires them to analyse a real-world problem, design and develop a software solution, test its effectiveness, and evaluate the final product. This allows students to apply their theoretical knowledge in a practical context while developing project management and software development skills.</p> <p>The current focus is strengthening programming proficiency, algorithm design, and computational thinking, while supporting students through the analysis, design, and initial development stages of their NEA projects.</p> |
| <b>Geography</b>        | <p>This year students have covered topics of Living World, Resource Management, Natural Hazards, Urban Issues and Challenges and begun the rivers section of Physical Landscapes. Midpoint and in-class assessments have created individual feedback outlining steps to grow geographical knowledge and skill. To get better, students must act on these feedback comments, committing to personal growth through practice and response.</p>                                                                                                                                                                                                                                                                                                            | <p>Fundamental, core knowledge components of the units on hazard management, coastal landscapes, globalisation and regeneration have been assessed through a combination of homework exam practice questions and individual focus questions, through lessons, discussion and timed, independent essay tasks. Feedback has been given to assess and develop individual progress, both in terms of geographical knowledge and geographically specific skills. Students have also been making a start on their NEA to ensure they are ready to collect data over the summer break. They have decided on a title/enquiry question and have also undertaken a literature review and planned their methodologies for their investigation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History          | <p><u>History</u><br/>We have used a variety of practice exam questions to assess students' core knowledge this year, based on exam papers and mark schemes. We also regularly use in-class discussions and quizzes to assess core knowledge. The end of year mock exam focused on Paper 2, Early Elizabethan England 1558-1588. Students are given targets to work on after each practice question and key themes for students to develop have been; directly answering the question, supporting points with a wide range of evidence from historical sources and contextual knowledge, and clearly linking points back to the question set.</p> <p><u>Ancient History</u><br/>We have used a variety of practice exam questions to assess students' core knowledge this year, based on exam papers and mark schemes. We also regularly use in-class discussions and quizzes to assess core knowledge. The end of year mock exam focused on "The Foundations of Rome 753-440BC", as well as "Cleopatra and Rome 69-30BC". Students are given targets to work on after each practice question and key themes for students to develop have been; directly answering the question, supporting points with a wide range of evidence from historical sources and contextual knowledge and clearly linking points back to the question set. Analysis and evaluation of the ancient sources is paramount in Ancient History, as is the ability to select precise knowledge to support and develop your point.</p> | Core knowledge assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions both in-class and at home. End of year mock exam for Paper 1 Germany and Paper 2 Italy. |
| Modern Languages | Students were assessed in Writing. The writing examination was an exam board specimen GCSE paper in exam conditions. Adaptations were made given that students are half-way through their GCSE course. Students have received feedback with a particular focus on next steps in the writing papers as well as vocabulary they need to re-visit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                             |

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Art</b>   | <p><u>Art and Design</u><br/>Students have taken part in a series of practical workshops to develop their skills in key areas of Fine Art and Graphic Design. They have explored a range of techniques including painting, drawing and printmaking. Through these activities, students have experimented with creative ideas and produced more refined work in response to set project themes. They have also presented their work with written annotations and analysis to support their creative decisions. Students have begun work on their sustained project as part of their (Non-Exam Assessment), which contributes 60% of their final GCSE grade.</p> <p><u>Photography</u><br/>Students have taken part in a series of practical workshops to develop their skills in key areas of Photography. They have explored a range of techniques including darkroom processes, studio lighting, and digital editing using Adobe Photoshop. Through these activities, students have experimented with creative ideas and produced more refined work in response to set project themes. They have also presented their work with written annotations and analysis to support their creative decisions. Students have now begun work on their sustained project as part of their coursework portfolio (Non-Exam Assessment), which contributes 60% of their final GCSE grade.</p> | <p><u>Fine Art</u><br/>Students have engaged in a series of structured workshops designed to develop their skills across a range of fine art techniques and media. These have included drawing, painting, printmaking, mixed media, and digital processes. They have been encouraged to explore personal and creative responses to a variety of themes, producing more refined and thoughtful outcomes. Alongside their practical work, students have developed their ability to annotate and critically reflect on their artistic decisions. They have now begun their Personal Investigation, which contributes 60% of their final A Level grade.</p> <p><u>Graphic Design</u><br/>Students have taken part in a series of structured workshops aimed at developing their skills across a range of graphic design techniques. These have included digital illustration, layout design, typography, and image manipulation using Adobe Photoshop and other industry-standard software. They have been encouraged to explore creative ideas and produce more refined outcomes in response to specific design briefs. Alongside their practical work, students have developed their ability to annotate and critically analyse their design choices. They have now begun their Personal Investigation, which contributes 60% of their final A Level grade.</p> <p><u>Photography</u><br/>Students have taken part in a series of structured workshops designed to build their skills across a range of photographic techniques. These have included working in the darkroom, using studio flash lighting, and editing with Adobe Photoshop. They have been encouraged to experiment creatively and produce more refined work in response to specific project themes. Alongside their practical work, students have developed their ability to annotate and analyse their outcomes in writing. They have now begun their Personal Investigation, which forms 60% of their final A Level grade.</p> |
| <b>Dance</b> | In Component 2, students developed their performance skills through the study of professional repertoire. Work focused on the choreographer Christopher Bruce, particularly <i>Ghost Dances</i> ,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | exploring how movement communicates meaning and emotion. Students rehearsed and refined set material, improving their physical control, timing and expressive skills. They demonstrated growing confidence, commitment and the ability to respond to feedback. This unit supported their understanding of stylistic features and helped prepare them for performance through disciplined rehearsal and teamwork.                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Drama</b>           | Students have sat a written mock focusing on Section A of the written exam only. This section assesses students' ability to apply knowledge of the set text (An Inspector Calls) to various questions including focus on both acting and design elements. Students will need to apply their knowledge to questions about a given extract as well as the play as a whole.                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Performing Arts</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students have completed Unit 4 and Unit 27 of the course, both internally assessed units. In both units, they have been assessed on their ability to research and present their findings on specific topics showing both analytical and evaluative skills. Their practical exploration and rehearsal have focused on deepening their understanding and ability to apply specific performance and interpretive skills in informal practical settings, and to track this progress through rehearsal logs and skills audits. In performance, students have been assessed on their ability to apply their practical knowledge in performance within a formal setting to a live audience and/or to camera. Students have then honed their analytical and evaluative skills further demonstrating their ability to be reflective practitioners by completing detailed audits and taking part in aural viva voces. |
| <b>Music</b>           | Students have composed and performed assessment work which contributes to their practical portfolio of work completed during the academic year. Students have been given feedback about how they can further their performance work so that they can produce a high standard of NEA Coursework in Year 11. Students have been exploring free composition in readiness for the set brief composition which is set in September. Students have also been looking in detail to conceptual and technical musical language in | <u>BTEC</u><br>Year 12 students have completed 2 units of work, one internal and one external. This has involved working on portfolio-based evidence for unit 5 Performance Sessions Styles and included performance work and genre research. This work has been externally verified. Unit 3 was a timed external brief and students will receive grades for this in August as part of the exams Calendar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | preparation for studying the sets works – Badinerie by Bach and Afrika by Toto - and completing the written paper.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Physical Education | <p><u>GCSE PE</u><br/>60% of the course is externally examined covering six theory units. Throughout Year 10, students have developed knowledge in three of these units titled: <b>Physical Training, Movement Analysis</b> and <b>Applied Anatomy and Physiology</b> during their theory lessons. Students have secured and some have mastered: physical skills, strategy and analysis in their additional practical GCSE PE lessons that forms 40% of the overall grade. End of unit checkpoints and the end of Year 10 mock exam have been used to assess progress. Students have been given individual feedback about how they can improve verbally or through live marking in their GCSE PE workbooks.</p> <p><u>Cambridge National in Sports Studies:</u><br/>This qualification includes units on contemporary issues in sport, performance and leadership in sports activities, and increasing awareness of outdoor and adventurous activities. <i>The Contemporary Issues in Sport</i> unit is assessed through an external exam sat in the January of Y11. The remaining units are assessed through coursework, which includes practical assignments and projects. These are internally marked and externally moderated</p> | <p><u>Sport CTECH Extended Diploma in Sport and Physical Activity</u><br/>Students have been assessed in their knowledge, understanding, and practical skills in 10 specialist units. Each unit is divided into specific learning outcomes. Students have been set both written and practical assignments for each of these learning outcomes where assessment decisions have been judged against criteria set by the exam board. Teachers have provided assessment through live marking of written assignments or a written witness statement for practical assessments. Where appropriate, students have been given the opportunity to peer-assess each other's work using a criteria checklist before the assignment's final deadline. Additionally, two units were assessed through formal external examinations in the January 2026 series.</p> <p><u>Sport CTECH Extended Certificate in Sport and Physical Activity</u><br/>Students have been assessed in their knowledge, understanding and practical skills in 3 specialist units. Each unit is divided into specific learning outcomes. Students have been set both written and practical assignments for each of these learning outcomes where assessment decisions have been judged against criteria set by the exam board. Teachers have provided assessment through live marking of written assignments or a written witness statement for practical assessments. Where appropriate, students have been given the opportunity to peer-assess each other's work using a criteria checklist before the assignment's final deadline. Additionally, the <i>Sports Organisation and Development</i> unit was assessed through a formal external examination in the January 2026 series.</p> |
| Religious Studies  | Students take an end-of-unit assessment every half term. The assessment starts with multiple-choice questions and ends with extended writing questions worth 12 marks. Questions are taken from past GCSE papers to ensure they are challenging and rigorous. Students receive personalised guidance on areas needing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>improvement and teachers focus on correcting common misconceptions found in the exams.</p> <p>The Year 10 Summer Exam covers 4 complete units, equivalent to one GCSE paper or 50% of the course. Results do not count towards the final grade but help students get used to the AQA exam style.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Philosophy &amp; Ethics</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Assessment in Philosophy, Ethics and Theology is based on two key assessment objectives:</p> <p>AO1 (Knowledge and Understanding): students demonstrate accurate knowledge of philosophical, ethical and theological ideas, including key concepts, arguments and scholars.</p> <p>AO2 (Analysis and Evaluation): students analyse and evaluate different viewpoints, construct arguments and reach justified conclusions.</p> <p>There is a 16:24 mark weighting, meaning that greater emphasis is placed on evaluation (AO2). This reflects the importance of critical thinking, argument and independent judgement within the subject. Students are assessed in this way across all three areas of study: Philosophy; Ethics; Theology. This ensures that students develop both a strong foundation of knowledge and the ability to engage critically with complex ideas.</p> |
| <b>Business Studies</b>        | <p>During Year 10 students have covered theme 1 (Business Activity, marketing and people). This unit introduces students to fundamental business concepts. It covers the purpose and nature of business activities, various types of business ownership, and the role of entrepreneurship. It also delves into marketing, including market research, segmentation, and the marketing mix (product, price, place, promotion). Additionally, the unit addresses the management of people within businesses, covering organisational structures, recruitment, motivation, training, and employment law. This comprehensive overview equips students with essential knowledge and skills to understand and analyse how businesses operate and achieve success. Students sat a Theme 1 mock paper, this term, preparing them for the same style exam in Year 11.</p> | <p>Year 12 Business students have worked through 'Theme 1 – Marketing and People' and 'Theme 2 – Managing business activities'. Students sit an assessment covering content from theme 1 (Marketing and people) and theme 2 (Managing business activities) and are provided with bespoke feedback. Students are continuing to build their confidence with the structure of their extended writing and the ways in which they apply the theory to specific contexts.</p>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Catering</b>                | <p>Students have produced a range of recipes using different practical skills. Students have been given individual feedback on how to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | improve their dishes. Students have also been assessed on their theory work throughout the year, culminating in their end of year mock exam. Please note that if a student was absent for the practical aspect of their mock exam, teachers have used their professional judgement and awarded a score for this, taking into account previous attainment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Design Technology</b> | Students have worked on several mini projects this year to develop their knowledge and skill within the subject. We have recently started a mock of their GCSE coursework so they are fully prepared to start the real thing by the end of year 10 which will be worth 50% of their overall grade. Students follow the design process to create a product which answers the contextual problem set by the exam board. Assessment is based upon exam practice and mini projects. They have been given individual feedback about how they can improve their work. Students have also sat a mock exam to assess their knowledge so far.                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Childcare</b>         | Students are assessed throughout the course. The work done during year 10 will be used to complete a controlled assessment in the Autumn term of year 11. At the end of Year 10 they complete a short answer exam which covers child development; routines; factors that affect child development and how a practitioner can support them through these.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Psychology</b>        | <p>Students undertake an end-of-unit assessment on a half-termly basis. These assessments begin with multiple-choice questions and conclude with high-tariff, extended writing questions worth 9 marks. The questions are sourced directly from past GCSE papers to ensure both rigor and challenge. Following the assessments, students receive bespoke guidance and feedback, focusing on areas where improvement is needed. Teacher planning is informed by the need to correct misconceptions identified in the exams, often through, but not limited to, "Get to Work" tasks.</p> <p>The Year 10 Summer exam encompasses four complete units, equivalent to one GCSE paper or 50% of the course. The results obtained in Year 10 do not contribute to the overall grade but serve to prepare students for the style of AQA exam questioning.</p> | Year 12 students undertake an end-of-unit assessment comprising past A-Level questions for the units completed. The marks awarded range from 1 to 16, requiring students to demonstrate proficiency in both multiple-choice and extended writing questions. Feedback on these assessments is provided in subsequent lessons, giving students the opportunity to revise and enhance their answers by incorporating developmental points. A variety of assessments are administered regularly, and feedback is consistently provided to support student improvement. |

|                      |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Motor Vehicle</b> | Students were assessed on the theory element of their qualification, which takes the form of a series of multiple-choice questions, covering topics from the whole course. They have received feedback on areas to focus on over the coming weeks and into September. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Criminology</b>   |                                                                                                                                                                                                                                                                       | <p>Students complete a mock assessment and feedback is provided.</p> <p>Students sat a controlled assessment in January for unit 1, which was internally marked and externally moderated and contributes towards 25% of the final grade. Students sat an external exam for unit 2 in May. This was also 25% of the final grade.</p> <p>Students complete a workbook and portfolio of work.</p>                                                                                                                                                                                                                                                              |
| <b>Classics</b>      |                                                                                                                                                                                                                                                                       | Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular formative feedback and target-setting is based on practice questions written in class. The end of year mock exam papers focuses on Paper 2 Invention of the Barbarian and Paper 1 The World of the Hero                                                                                                                                                                                                                                                                                                                                                         |
| <b>Sociology</b>     |                                                                                                                                                                                                                                                                       | <p>Students undertake an essay-style assessment at the conclusion of each topic within the units being taught, specifically in the following areas: Sociology of Education and Sociology of Relationships and Families, Crime and Deviance and Religious Belief. These assessments consist of shorter answers to longer essay questions derived from past AS Level examinations relevant to the completed unit. The awarded marks range from 1 to 20.</p> <p>Feedback on these assessments is provided in subsequent lessons, allowing students the opportunity to revise and enhance their responses by incorporating additional developmental points.</p> |
| <b>EPQ</b>           |                                                                                                                                                                                                                                                                       | <p>The Extended Project Qualification (EPQ) is assessed holistically (100%) across three strands: a research report of 5000 words or an artefact with a written report; a progress log which looks at planning and review; a presentation to a peer group.</p> <p>Students have created initial plans for their EPQ and are researching a range and breadth of evidence about their chosen focus areas.</p> <p>Students have created more detailed plans including SMART targets and GANTT planning; explored primary and secondary evidence</p>                                                                                                            |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>types and how to ensure these are relevant and reliable; learnt about Harvard Referencing. These areas are all expected to be included in the final report/artefact and written about in the progress log.</p> <p>Students will have a mid-review meeting in September to discuss their research findings. Draft reports and presentations are due in November, with a final deadline for completion of all aspects of work set for January.</p> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|